

NUTRITION AND WELLNESS

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways

- DOE Code: 5342
- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Content Standards Checklist

Standard 1

Students will explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply nutrition and wellness knowledge and skills.

- ___ NW-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.
- ___ NW-1.2 Evaluate effective communication processes in school, family, career, and community settings.
- ___ NW-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
- ___ NW-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
- ___ NW-1.5 Examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues.

Standard 2

Students will analyze factors that influence nutrition and wellness practices across the life span.

- ___ NW-2.1 Analyze physical, emotional, social, intellectual, and cultural components of individual and family wellness.
- ___ NW-2.2 Identify governmental, economic, geographic, and technological influences on individual and family wellness.
- ___ NW-2.3 Identify legislation and regulations related to nutrition and wellness issues.
- ___ NW-2.4 Examine interrelationships among wellness goals for teens, including contemporary issues (for example: nutrition, exercise, stress management).
- ___ NW-2.5 Examine impacts of daily choices, behaviors, and other factors on health and wellness (for example: exercise, nutrition, stress, genetics, work environments, life events).

Standard 3

Students will evaluate nutrition and wellness needs and practices of individuals and families as they relate to health across the life span.

- ___ NW-3.1 Apply USDA Dietary Guidelines in planning to meet personal and family nutrition and wellness needs across the life span.
- ___ NW-3.2 Examine ways present and future health, appearance, and peak performance are influenced by nutrition and wellness practices (for example: dietary choices, eating patterns, consumption of basic key nutrients, physical activity, maintaining healthy body weight, body image, diet fads, eating disorders).
- ___ NW-3.3 Investigate challenges of meeting nutritional needs when modifications are made for special needs (for example: vegetarianism, sports nutrition, weight management, diabetes, lactose intolerance, cardiovascular concerns, and food allergies).
- ___ NW-3.4 Examine factors related to current and emerging issues in health, wellness, and nutrition (for example: food fads and fallacies, extreme procedures for weight management, performance-enhancement supplements, and nutritional supplements).

Standard 4

Students will demonstrate ability to acquire, handle, prepare, and serve foods to meet nutritional and wellness needs of individuals and families across the life span.

- ___ NW-4.1 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- ___ NW-4.2 Demonstrate ability to select, safely use, and maintain food preparation and storage equipment.
- ___ NW-4.3 Evaluate menus and recipes for nutritional value and preparation processes.
- ___ NW-4.4 Apply principles of resource management and conservation when planning, purchasing, preparing, and serving food.

Standard 5

Students will analyze factors that affect food safety and sanitation from production through consumption.

- ___ NW-5.1 Determine conditions and practices that promote safe food handling and reduce incidences of food borne illnesses.
- ___ NW-5.2 Analyze safety and sanitation practices throughout the food chain.
- ___ NW-5.3 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

Standard 6

Students will analyze impacts of science and technology on nutrition and wellness.

- ___ NW-6.1 Explain impacts of technological advances on selection, availability, preparation, and home storage of food (for example: engineered foods, organic foods, food irradiation).
- ___ NW-6.2 Describe effects of food science and technology on meeting nutritional needs (for example: enriched foods, modified foods, food additives, emerging science of functional foods).
- ___ NW-6.3 Examine scientific and technological impacts on nutrition and wellness-related processes, products, and equipment (for example: access to diagnostic equipment for bone density and body mass index, exercise targeted for specific problems and benefits).

Standard 7

Students will identify career paths related to nutrition and wellness.

- ___ NW-7.1 Explore nutrition and wellness careers and opportunities for related employment and entrepreneurial endeavors.

Common Core Literacy for Technical Subjects Standards Checklist**Reading Standards for Literacy in Technical Subjects 9-10**

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- ___ 9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.
- ___ 9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- ___ 9-10.RT.3 Follow precisely a complex multistep procedure when performing technical

tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

- ___ 9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.
- ___ 9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
- ___ 9-10.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

- ___ 9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- ___ 9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem.
- ___ 9-10.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

- ___ 9-10.RT.10 By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

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Text Types and Purposes

- ___ 9-10.WT.1 Write arguments focused on *discipline-specific content*.
- ___ 9-10.WT.2 Write informative/explanatory texts, including technical processes.
- ___ 9-10.WT.3 Students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

- ___ 9-10.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ___ 9-10.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ___ 9-10.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Integration of Knowledge and Idea

- ___ 9-10.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ___ 9-10.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- ___ 9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

- ___ 9-10.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.